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ABSTRACT

This report includes a seven-part narrative and extensive appendixes from the first year of a project initiated by one school district to evaluate, revise, change, and update the home economics curriculum. The narrative discusses formation and activities of a program development committee; three surveys, involving currently enrolled students, students who had taken home economics within the last 10 years, and selected community businesses to provide evidence for curriculum changes; development of the new course, Orientation to Hospitality, based on results of the surveys; promotion of home economics through a brochure and posters; inservice workshops; and course evaluation, revisions, and writing of the curriculum. Recommendations for the second year of the project are made. Appendixes include survey instruments and results, proposal for the hospitality course, course descriptions, the brochure, and a form developed for use in curriculum writing. (YLB)

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# EXEMPLARY HOME ECONOMICS PROJECT

ILLINOIS STATE BOARD OF EDUCATION

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R-31-31-0513-125

# EXEMPLARY HOME ECONOMICS PROJECT

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1900 West Monroe
Springfield, Illinois 62704

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# EXEMPLARY HOME ECONOMICS PROJECT

The intent of this report is: 1) to report the progress of the Exemplary Home Economics Project from the time the proposal was approved to the end of the first year, 2) to show evidence of need for the project to continue as shown in the list of recommendations made by the Program Development Committee.

This is one district's approach to the problem of evaluating, revising, changing, and updating Home Economics Curriculum. It is hoped that it will serve as a pattern or process which other districts might use as a guide.

A Program Development Committee was formed, composed of home economics teachers in District #186, representing the Occupation of Homemaking, Skill Development Courses and Home Economics Occupations (See Appendix 1). Exploring Home Economics for grades 7 and 8 was developed in a previous project. The Program Development Committee helped plan the activities of the project and served as a liason between the total staff and the Project Director and Assistant Project Director.

As many questions arose, professional help was sought by contacting the Home Economics Consultants, Catherine Carter and Vesta Morgan, Division of Adult, Vocational and Technical Education, Illinois State Board of Education. Serving as consultants to the Project at various times during the year were Dr. Marian Swisher, Western Illinois University, Dr. Anita Webb-Lupo and Dr. Charlotte Carr, Illinois State University.

To evaluate and revise curriculum in District #186, the Project worked with the Director of Instruction for the district. During this time there was a project on "Long Range Curriculum Planning" being conducted by the district in cooperation with Illinois State University Graduate students in Educational Administration. The assistant project director of Home Economics Project participated in the district project.

The Sequential Bulletin from DAVTE showing the sequence in which courses should be offered served as a guide which our district followed to make changes in course names, course content and course offerings.

Three surveys were developed during September and October and administered to various groups. Students presently enrolled answered the questions on Survey No. 1. (See appendix 2). Survey No. 2 was sent to students who had taken Home Economics within the last ten years. A letter signed by the home economics department head was sent with this survey. (See Appendix 3). Selected businesses in the community were surveyed by Survey No. 3. (See Appendix 4). This information along with statistics furnished by the Springfield Chamber of Commerce and Springfield Foreign Visitor and Tourism Office provided additional evidence for needed changes in the curriculum. (See Appendix 5).

Based on the results of the surveys and the local, state, and national statistics showing employment opportunities a new course "Orientation to Hospitality" was recommended by the Program Development Committee. A course outline was written and a proposal made and presented to the District #186 Curriculum Council in January. (See Appendix 6). The Curriculum Council approved the course. This made possible the Career Ladder "Hospitality" 09.0205. (See Appendix 7).

Other recommendations made by the Program Development Committee were:

1) Change Advanced Foods to Food Service to complete Food Service ladder.
2) Change name of Child Care to Child Development
3) Change name Interior Decoration to Housing and Furnishings
4) Change name $mart $pending to Management of Resources. (See Appendix 8).

An Advisory committee composed of students, former students, school counselor, Home Economist in business, Home Economics Occupation training station supervisor and homemaker was formed. They served in an advisory capacity, helped with surveys, and as promoters of Home Economics --- good PR. (See Appendix 9)

The Program Development Committee worked on ways to promote Home Economics. A 4 color two panel brochure was designed to promote the career ladders. (See Appendix 10). There were some limitations. The cost to use pictures of our own students was too prohibitive which forced us to use pictures already available. A 20" x 30" poster was made for each high school and each middle school. 8½" x 14" Posters for bulletin boards were printed and distributed. Because deadlines for student sign up for fall '81 were changed to one month earlier than first announced, some of the above did not become available in time to show impact. Hopefully full impact will be evidenced by fall '82.

The Education Fair for District #186 was held at White Oaks Mall February 21 - 23. Posters showing courses in Exploring Home Economics, Orientation to Homemaking, Skill Development, Home Economics Occupations and Enrichment were displayed along with projects by students. (See Appendix 11)

In-service workshops were held in October, December, January and June for the Home Economics staff. Consultants to the Project worked with the staff at each of these workshops. (See Appendix 12).

To keep informed of new developments in our profession, the Assistant Project Director and several of the staff attended Illinois Vocational Home Economics Teacher's Association conference

in August, the Illinois Home Economics Association state meeting in October and the Annual Convention of Illinois Vocational Association in February.

Many sources of information were used to develop the Project. The East Central Curriculum Management Center proved to be a great help to the Project and a source recommended to other districts working on curriculum. Materials were purchased from Curriculum Publications Clearinghouse at Western Illinois University. (See Appendix 13).

This was the year for the Division of Adult, Vocational and Technical Education evaluation of all Vocational Programs in District #186. The recommendations made in the DAVTE report were studied and plans to implement were set up in the District One and Five Year Plan.

The staff was divided into committees to work on course evaluation, revisions and writing of the curriculum using concepts, competencies, activities and evaluation. A standardized form was selected for the curriculum guides. (See Appendix 14).

Three teachers enrolled in VOTEC 349 with Dr. Mayer and Dr. Griggs at the University of Illinois for graduate credit. They worked individually on Housing and Furnishings, Management of Resources, and some units in 9th Grade Orientation. Teacher committees worked on other 9th Grade Orientation units, Parenting, Child Development, Adult Living and the Food Service course.

A number of the teachers are enrolling in Curriculum Development HEC 304 from Illinois State University, taught by Dr. Charlotte Carr June 15 - July 3.

Several teachers and students attended the FHA State Leadership

Conference April 3rd for ideas and inspiration in implementing FHA Chapters in the Springfield High Schools. The project was set up on a time line for the year (See Appendix 15).

## RECOMENDATIONS

The Program Development Committee makes the following recommendations for the second year of the project.

1.) Field test curriculum developed in the first year of the project: 9th Grade Orientation, Food Service, Parenting, Adult Living and Child Development. Evaluate and make recommended changes.

2.) Work on curriculum to develop a course guide with competencies in each of the following:

Foods and Nutrition
Hospitality
All Clothing Courses
On Your Own
Independent Study

3.) Consider books for textbook adoption and make early request.

4.) Reevaluate course offerings. May wish to consider fewer semester courses. Check with DAVTE to be sure courses meet guidelines for funding.

5.) Complete the Career Ladder for Clothing by changing emphasis to Fashion Merchandising.

6.) Develop and carry out PR early. Use posters and brochures from first year of project. Might consider developing a professional slide/tape.

7.) Develop a good presentation of Home Economics for counselors stressing that there should be no sex bias.

APPENDIX 1 PROGRAM DEVELOPMENT COMMITTEE

PROGRAM DEVELOPMENT COMMITTEE

Appendix 1

| NAME | SCHOOL | REPRESENTING |
|---|---|---|
| Sally Morris | Southeast High School | 7 & 8 Exploring and 9th Grade Orientation |
| Joyce Beard | Southeast High School | Occupation of Homemaking Skill Development |
| Ellen Ingersoll | Lanphier High School | Occupation of Homemaking Skill Development |
| June Nesbitt | Springfield High School | Occupation of Homemaking |
| Harriet Reynolds | Lanphier High School | Home Economics Occupations |
| Ann Schickner | Southeast High School | Home Economics Occupations |

APPENDIX 2 SURVEY 1 PRESENT STUDENT ENROLLEES

SURVEY 1

SPRINGFIELD PUBLIC SCHOOLS
1900 WEST MONROE STREET
SPRINGFIELD, ILLINOIS 62704

DONALD MIEDEMA
Superintendent of Schools

THE ADMINISTRATIVE CENTER
525-3000

## STUDENT SURVEY

___ Male _____ Female Year in School _____

1. Check courses in Home Economics you have taken including the one you are now taking.

| | | | |
|---|---|---|---|
| 9th Grade Home Economics | ___ | Interior Decoration | ___ |
| Foods | ___ | $mart $pending | ___ |
| Advanced Foods | ___ | Child Care | ___ |
| Clothing | ___ | Adult Living | ___ |
| Advanced Clothing | ___ | Parenting | ___ |
| Creative Stitchery | ___ | On Your Own | ___ |

Home Economics Occupation ___

2. How do you rate the Home Economics courses you have taken?

Excellent ____ Good ____ Fair ____ Poor ____

3. How well do the Home Economics courses help prepare you for a job?

Excellent ____ Good ____ Fair ____ Poor ____

4. How well do the Home Economics courses help prepare you to become a homemaker?

Excellent ____ Good ____ Fair ____ Poor ____

5. How well do the Home Economics courses prepare you to make greater use of your leisure time?

Excellent ____ Good ____ Fair ____ Poor ____

6. Would you recommend the courses you have taken to a friend? If some, list which ones.

All ____ Some ____ None ____

7. Were any of the courses you have taken a complete waste of time?

Yes ____ No ____

| | | | |
|---|---|---|---|
| 9th Grade Home Economics | ____ | Interior Decoration | ____ |
| Foods | ____ | $mart $pending | ____ |
| Advanced Foods | ____ | Child Care | ____ |
| Clothing | ____ | Adult Living | ____ |
| Advanced Clothing | ____ | Parenting | ____ |
| Creative Stitchery | ____ | On Your Own | ____ |

Home Economics Occupations ____

List reasons why you checked course(s) in No. 7.

8. Who encouraged you the most to enroll in the above courses?

Parent ____ Counselor ____ Friend ____ Teacher ____

Other ____

9. When you graduate do you (check one):

Expect to get a job related to Home Economics? ____

Expect to get a job related to another subject: ____

Expect to get additional education or training? ____

Will it be Home Economics related? Yes ____ No ____

Expect to make little use of what you are learning? ____

SPRINGFIELD PUBLIC SCHOOLS
1900 WEST MONROE STREET
SPRINGFIELD, ILLINOIS 62704

DONALD [illegible]
Superintendent of Schools

THE ADMINISTRATIVE CENTER
525-3000



## STUDENT SURVEY

94 Male 488 Female Year in School _____
16% 84%

1. Check courses in Home Economics you have taken including the one you are now taking.

| | | | |
|---|---|---|---|
| 9th Grade Home Economics | ___ | Interior Decoration | ___ |
| Foods | ___ | $mart $pending | ___ |
| Advanced Foods | ___ | Child Care | ___ |
| Clothing | ___ | Adult Living | ___ |
| Advanced Clothing | ___ | Parenting | ___ |
| Creative Stitchery | ___ | On Your Own | ___ |

Home Economics Occupation ___

2. How do you rate the Home Economics courses you have taken?

Excellent 12.5% Good 68% Fair 18% Poor 1.5%

3. How well do the Home Economics courses help prepare you for a job?
No Response 1%

Excellent 9% Good 52% Fair 32% Poor 6%

4. How well do the Home Economics courses help prepare you to become a homemaker?
No Response 1%

Excellent 23% Good 57% Fair 17% Poor 2%

5. How well do the Home Economics courses prepare you to make greater use of your leisure time?
No Response 3%

Excellent 18% Good 50% Fair 23% Poor 6%

6. Would you recommend the courses you have taken to a friend? If some, list which ones.
No Response 1%

All 32% Some 56% None 11%

Courses Listed:

| | | | |
|---|---|---|---|
| HEO | 11 | Parenting | 14 |
| Clo | 24 | $mart Spending | 6 |
| Foods | 52 | On Your Own | 5 |
| 9th | 13 | Adult Liv. | 3 |
| Creative St. | 19 | Int. Dec | 5 |
| Ch. Care | 36 | | |

7. Were any of the courses you have taken a complete waste of time?

Yes 13% No 83% No Response 4%

| | | | |
|---|---|---|---|
| 9th Grade Home Economics | ____ | Interior Decoration | ____ |
| Foods | ____ | $mart $pending | ____ |
| Advanced Foods | ____ | Child Care | ____ |
| Clothing | ____ | Adult Living | ____ |
| Advanced Clothing | ____ | Parenting | ____ |
| Creative Stitchery | ____ | On Your Own | ____ |

Home Economics Occupations ____

List reasons why you checked course(s) in No. 7.
Many did not list who checked YES.

| | | | |
|---|---|---|---|
| Clo | 9 | Teachers | 4 |
| Foods | 10 | Cr. St. | 6 |
| Ch. Care | 5 | $$ | 2 |
| 9th | 21 | Ad. Liv. | 5 |
| Int. Dec. | 2 | | |

Couldn't make what I wanted.
Wanted to drop course.
Wanted to eat 4th Pd.
Already had the experience.
Did Not like it.
Boring.
Already knew it.
Waste of time.
Not fun.
Not like they said it was.
Not real life.

8. Who encouraged you the most to enroll in the above courses?

Parent 21% Counselor 14% Friend 21% Teacher 3%

Other 13% indirected self
10% no identification

9. When you graduate do you (check one):

Expect to get a job related to Home Economics? 12%

Expect to get a job related to another subject: 41%

Expect to get additional education or training? 40%

Will it be Home Economics related? Yes 12% of total respondents said yes No ____

Expect to make little use of what you are learning? 3%

No response 4%

APPENDIX 3 FORMER STUDENTS SURVEY

HOME ECONOMICS SURVEY

140 surveyed
88% returned

ale 3% Female 97%

Number of years out of school ____

re you employed? Yes ____ No 11%

Occupation
1. 20% Home Ec. Related
2. Other Job Title 54%
3. 9% Full Time Homemaker
4. Full Time Student 6%

ther jobs you have held. 40% Listed Home Ec. related jobs.

o you have children in your household? Yes 28% No ____

. Please check below the Home Economics courses you remember taking:

| | | | |
|---|---|---|---|
| 9th Grade Home Economics | ____ | Interior Decoration | ____ |
| Foods | ____ | $mart $pending | ____ |
| Advanced Foods | ____ | Home Management | ____ |
| Cooking for Fun | ____ | Adult Living | ____ |
| Clothing | ____ | Parenting | ____ |
| Advanced Clothing | ____ | On Your Own | ____ |
| Clothing Coordination & Merchandising | ____ | Home Economics Occupations | ____ |
| | | Child Care | ____ |
| Creative Stitchery | ____ | Other | ____ |

. Please check the courses taken in high school which you find most helpful today.

| | | | |
|---|---|---|---|
| 9th Grade Home Economics | ____ | Interior Decoration | ____ |
| Foods | ____ | $mart $pending | ____ |
| Advanced Foods | ____ | Home Management | ____ |
| Cooking for Fun | ____ | Adult Living | ____ |
| Clothing | ____ | Parenting | ____ |
| Advanced Clothing | ____ | On Your Own | ____ |
| Clothing Coordination & Merchandising | ____ | Home Economics Occupations | ____ |
| | | Child Care | ____ |
| Creative Stitchery | ____ | Other | ____ |

In what ways have these courses been helpful? Be specific.

. Please check courses which you wish you had taken.

| | | | |
|---|---|---|---|
| 9th Grade Home Economics | ____ | Interior Decoration | ____ |
| Foods | ____ | $mart $pending | ____ |
| Advanced Foods | ____ | Home Management | ____ |
| Cooking for Fun | ____ | Adult Living | ____ |
| Clothing | ____ | Parenting | ____ |
| Advanced Clothing | ____ | On Your Own | ____ |
| Clothing Coordination & Merchandising | ____ | Home Economics Occupations | ____ |
| | | Child Care | ____ |
| Creative Stitchery | ____ | Other | ____ |

State the reason/reasons why.

4. What specifically do you suggest we teach in each of the following areas:

Foods and Nutrition:

Clothing and Textiles:

Child Care:

Family Relations:

Housing and Home Furnishings:

Consumer Education:

Parenting:

Home Economics Occupations:

5. To help us serve boys and girls today, we would appreciate your suggestions and comments.

Summary of Statements Made On Former Student Survey

2. Check courses which you feel are most helpful to you today. Listed in order of frequency checked.

1. Foods
2. Clothing
3. Child Care
4. H.E.O.
5. Home Management
6. $mart $pending
7. Stitchery
8. Adult Living
9. On Your Own

3. Check courses you wish you had taken. Listed in order of frequency checked.

1. Clothing
2. Parenting
3. $mart $pending
4. Adult Living
5. Home Management
6. Stitchery
7. Foods
8. Child Care
9. Interior Decorating
10. On Your Own
11. H.E.O.

4. Foods. What specifically do you suggest we teach. Listed in order of frequency mentioned.

1. Basic 4 Food Groups
2. Daily food needs
3. Good nutrition
4. Good diet
5. Meal planning
6. Good shopper
7. Cooking methods
8. Buying foods withing budget
9. Buying meats
10. Weekly food planning

4. Clothing. What specifically do you suggest we teach. Listed in order of frequency mentioned.

1. Construction skills - use of guide sheet
2. Care of clothing including mending
3. Quality vs. budget
4. Fabrics, finishes and weaves
5. Current styles
6. Buying ready to wear
7. Pattern alteration
8. Children's clothing
9. Clothing coordination
10. Sewing for the home

4. Child Care What specifically do you suggest we teach. Listed in order of frequency mentioned.

1. Discipline - child behavior
2. Prenatal nutrition and health
3. Understanding psychological/physical needs
4. Care of children
5. How to play with children
6. Field experiences

7. Children's illnesses
8. Child abuse
9. Problems and pleasures of raising children
10. Birth control
11. Coping with new problems including step-children
12. Love and affection, family members
13. Working with groups of children

4. Family Relations. What specifically do you suggest we teach. Listed in order of frequency mentioned.

1. Family relationships, behavior, communications
2. Birth control
3. Teenage pregnancy
4. Costs of rearing children
5. Family problems
6. Family budget
7. Dual roles
8. Dating, mate selection
9. Needs of adults
10. Use of leisure time--time management

4. Housing and Home Furnishings. What specifically do you suggest we teach. Listed in order of frequency mentioned.

1. Buying quality furnishings
2. Budgeting costs for housing and furnishings
3. Choosing housing
4. Refinishing furniture
5. Mortgages and financing
6. Decorating
7. Making furniture
8. Antiques
9. Repairs
10. Energy

4. Consumer Education. What specifically do you suggest we teach. List in order of frequency mentioned.

1. Buying wisely, value for dollar
2. Budgeting
3. Credit buying
4. Consumer problems
5. Fraud
6. Taxes
7. Managing checkbook
8. Buying products
9. Medical costs
10. Consumer rights
11. Insurance
12. Cost of living
13. Income tax
14. Retirement

4. Parenting. What specifically do you suggest we teach. Listed in order of frequency mentioned.

1. Patience, love, understanding
2. Parenting is full time
3. Family planning
4. Family roles
5. Single/unwed parent
6. Children respect others
7. Various problems
8. Discipline
9. Psychology of children

4. Home Economics Occupations. What specifically do you suggest we teach. Listed in order of frequency mentioned.

1. Preparation for career choice.
2. Working relations with others
3. The many things this class offered
4. Job preparation
5. Pride in work
6. How to hold one's own in work world
7. Budgeting

## Home Economics Survey

### Former Students

2. Check courses taken in high school which you find most helpful today. In what ways have these courses been helpful?

### Responses

Years Out of School

**4 months** I have been able to sew for myself, my family and friends. I enjoy it and I also save money by sewing myself. In $mart $pending I learned about consumer fraud and how to protect myself from it. I learned alot about how to spend money wisely.

**6 months** They help me in my everyday routines taking care of my son, making some of my own clothes to cut on some spending, cooking my own food and his, and helps me to understand him more.

**1 year** Child care helped to understand children alot better. I love to work with children and the way I was taught in my class was very helpful to me!

**1 year** H.E.O. it shows you how to live within a budget and how to do checking, taxes, it shows you what you need to know about everyday life.

**1 year** They have been helpful to me because you learn how to cook and table setting and learn how to make things and learn how to be a good mother for kids and learn how to budget you money, etc.

**1 year 6 months** I'm married now so the food classes were very helpful. Also Home Management and Adult Living play a big part--they also were helpful. I'm making clothes of my own and I have a child on the way.

**1½ years** Child Care was helpful to me when I worked at the Nursery School. The clothing classes are/were helpful whenever I sew. The nutrition information I learned in 9th grade foods is very helpful in my job as a Dietary Hostess--working in special diets.

**1½ years** It hasn't yet. I do office work.

**2 years** Since I am living in my own house now and getting married this April, plus raising my 3 year old son, everyday I am realizing how much I've learned from all the above classes, how they've helpedme and how valuable they are to have to fall back on. I now am finding how much they taught me when I never realized it before.

**2 years** They have helped me to prepare for my home. They have helped me remember what to do when cooking a meal. They have helped me out so much with my present job.

Question 2 continued

| | |
|---|---|
| 2½ years | For a job in child care. Teach you how to cook and sew for home. |
| 3 years | The food courses taught me correct measuring and many simple good foods. The clothing courses taught me the correct ways to alter and make adjustments in patterns. I've done 3 wedding dresses since I've graduated. Home Management is good for teaching budgets and handling money. |
| 3 years | The knowledge I received in Interior Decorating has been helpful in decorating my own home. |
| 3 years | I am now working on a teaching degree for elementary education with my H.E.O. program it helped me to see what I would like to be. My sewing and cooking have been helpful in my knowledge of household things for when I get married. I do stitchery now and make my own clothing to help cut cost while in college. |
| 3 years | Creative Stitchery -- I have a nice hobby H.E.O. Learning to work with employees and the employer Child Care - I am taking child care courses at LLCC. I enjoy working with children. |
| 3 years | I feel cooking and sewing is something you have to face in life unless you could afford for someone else to do these things for you. I feel Home Management really was a big help. Child care may be of help in the future. |
| 4 years | Foods -- helped when I moved out. Clothing -- can fix and hem my clothes without paying someone else to do it. H.E.O. to be responsible at a job. |
| 4 years | I learned alot about how to prepare foods and different ways to cook them. |
| 5 years | Shows me organization. Makes me a better manager. |
| 5 years | Cooking for Fun was a relatively free environment which provided the basics of cooking as well as making cooking enjoyable for myself as a student. |
| 5 years | The knowledge I was taught in these courses are a part of my everyday living. |
| 6 years | Food in everyday cooking and interior decoration in my job as display assistant. |
| 7 years | Tips for well balanced meals. Ideas on what to expect in caring for my children. |
| 8 years | Giving me foundations for adult living, Child Care has been important in my work and now in the event of an upcoming baby in our home. Home economics and clothing have given me training for my own home and the ability to save money by being able to sew my own clothes. |

Question 2 continued

| | |
|---|---|
| 9 years | To help spend money wisely. Also to help coordinate clothing choices. |
| 10 years | Home management has helped us with our budget. Our new home helped with interior decorating. Food courses helped me fix homemade meals not meals from a can or frozen. Sewing maternity clothes now now but have made wedding cheaper and new outfits for me and family at a good cost instead of buying. |
| 10 years | Early confidence in cooking skills. |
| 5 years | As I majored in Home Economics in College, it is difficult for me to separate out what I learned in high school |
| 2 years | I learned how to cook. I can sew my clothes when they rip out and I learned how to be more efficient in getting a job from H.E.O. |
| ? | Child care gave me an introduction to the field that I am majoring in college. In Creative Stitchery I learned how to make furnishings for my apartment. Foods and On Your Own helped me to cook, read recipes and plan meals. |

3. Please check courses which you wish you had taken. State reason/reasons why.

| | |
|---|---|
| Creative Stitchery<br>Interior Decoration<br>Home Management<br>Adult Living<br>Parenting<br>Child Care | I need to learn how to run a home of my own. I had several friends who took these courses and like them very much. I feel that I would have benefited from these courses. |
| $mart $pending<br>Home Management | I would like to have taken $mart $pending to help me with spending my money and also Home Management to help organize the home. |
| Parenting | When I become a parent, I would like a better understanding of being one. |
| Interior Decoration<br>Parenting | Since I now have my own home, I'd like to know more about decorating the inside and you can always learn more about parenting. |
| Creative Stitchery | I wish I knew how to embroidery, crochet, knit--I don't take tome to learn now, but I know I'll regret it some day. |
| Advanced Clothing<br>Cloth. Coord. & Merch.<br>Interior Decoration<br>$mart $pending<br>Parenting | I would love to have taken more clothing classes because with the cost of clothing now days I really wish I was a better seamstress! Interior Decorating would also be helpful since I am now living in my own house and really need some hints for decorating. $mart $pending and Parenting were not offered when I was attending L.H.S. but sound like very worthwhile and valuable courses that I would have loved to have taken. |
| Advanced Foods<br>Advanced Clothing<br>Cloth. Coord. & Merch.<br>$mart $pending<br>Adult Living<br>Parenting<br>On Your Own | I think I would of learned a lot more. These are things you do need to know when you go out in the world. I think I would really enjoy the classes. |
| Interior Decoration<br>$mart $pending<br>Adult Living<br>Parenting<br>On Your Own<br>Child Care | Because all the courses marked are courses which could help with problems and situations met in everyday life sometime along the line. |

Question 3 continued

| | |
|---|---|
| Foods<br>Advanced Foods | So that I would have more knowledge in cooking. |
| Cloth. Coord. & Merch.<br>Interior Decoration<br>$mart $pending<br>Home Management<br>Adult Living | I wish I could have taken these other classes to know more about managing budgets. These courses would have been very helpful in day-to-day living; especially during the adult life when my college education is over. |
| Foods<br>Advanced Foods | I wish I knew how to cook better and what kinds of foods to eat. |
| $mart $pending<br>Adult Living<br>On Your Own | These courses may have helped me better realize and prepare for what was ahead of me. |
| Advanced Clothing<br>Interior Decoration | Clothing--So I could sew my own clothing. Clothes are so expensive and cheap made. I.D.--I would like to remodel a room but never have no ideas. |
| Home Management | It might have helped me know more about paying bills. |
| Mentioned none | Satisfied with what I took. It helped in a great way my motherhood, housewife, and pastor's wife role. |
| Cooking for Fun<br>Cloth. Coord. & Merch.<br>$mart $pending<br>Home Management<br>Parenting<br>On Your Own<br>Child Care | To help me to better prepare for the future. |
| Clothing<br>Advanced Clothing | The cost of clothing today is ridiculous. |
| Creative Stitchery<br>$mart $pending<br>Home Management<br>Child Care | To help in present and future. |
| Creative Stitchery<br>On Your Own<br>Adult Living | Stitchery is a hobby with me and On Your Own and Adult Living would always have been interesting and helpful for anyone. |
| Creative Stitchery | Something to do in my spare time. |

Question 3 continued

| | |
|---|---|
| Advanced Clothing<br>Interior Decorating<br>$mart $pending<br>Home Management<br>Parenting<br>Child Care | I feel these courses would be very helpful in my life now. |
| Child Care | Would have been helpful as I majored in Child Care and Development in college. |
| Cloth. Coord. & Merch. | I would like a better idea of ways to coordinate the clothing I now have and in the long run save money and time. |
| Creative Stitchery<br>$mart $pending | To learn how credit is in department stores.<br>To learn the different kinds of stitchery. |
| Creative Stitchery<br>Adult Living<br>Parenting<br>On Your Own<br>H.E.O. | I don't believe these were taught at the time I was in school for I did take all classes offered in the Home Economics Department. I believe they were included in other classes such as Home Management and On Your Own. |
| Advanced Foods<br>Clothing | I love to cook and wish I had learned to sew better. Many of the other courses covered material that luckily has come natural to me. |
| Creative Stitchery<br>$mart $pending<br>Home Management<br>Adult Living<br>Parenting<br>Child Care | As a college bound student, I was discouraged by my guidance counselor from taking more Home Economics courses in favor of more "academic" classes. Fortunately, I was able to take these "life preparation" courses in college. |
| Home Management<br>Adult Living<br>On Your Own | Because it might have prepared me for the drastic change of moving from your parents home and going out on your own. |
| Advanced Foods<br>Adult Living<br>Parenting | Advanced Foods would have given me more experiences. Adult Living and Parenting would be a couple of courses that would be for introducing me to future experiences. |

4. What specifically do you suggest we teach in Clothing and Textiles?

Ready-to-wear clothing. Fabric types, types of fabric finishes. Different weaves.

What will last longer and wear longer.

Let them know what clothes is easier to make and which ones is harder. And let them know what kind of clothes is up to date.

I think kids need to learn more about the texture of fabric and between what need to be dry cleaned or washed.

Basic skills, following patterns cutting and sewing and stripes and plaids, mending skills.

Teach how to sew all different types of garments, using all different types of material. How to adjust on patterns (take it in or let is out) also, what fabrics to use for different types of patterns. How to make different types such as children's clothing, etc.

I think the instructions on anything you want to do are important. I feel that they should be explained so that anyone can figure out what they're doing.

How to lay a pattern out and sew it.

How to make simple and hard clothing. The best materials to use without a lot of expense. And the coordination of clothing and the latest styles.

Repairs on clothing.

Which are the most economical long lasting and easiest to care for.

Basic learning of proper clothing and materials.

Clothing construction.

Basics of sewing buttons, hems and zippers and the basics of the sewing machine to everyone boys and girls for the future use. Especially in On Your Own and Adult Living classes.

How to mend and repair clothing. How to buy well constructed clothing.

How to alter patterns.

Items around the home that can be made. Curtains, rugs, etc. Recycle kids clothes and how to get the best cloth for your money budget. Holloween costumes homemade cheaper than buying. How to wash clothes and iron.

Question 4 continued

Psychology of clothing; basic clothing construction techniques; mending techniques; creative stitchery; principles of buying quality ready-to-wear; fabric characteristics; proper laundering techniques.

Different styles of clothing. How clothing can change your appearance and how to make clothes.

4. What specifically do you suggest we teach in Foods and Nutrition?

Food groups. Types of vitamins. Daily essential needs.

The four food groups and how to make a meal that is how to stay within a budget and how to get good nutrition and good diet.

Let them know that nutrition is very good for their body like calcium, proteins, fat, etc., and tell them that what food is good for their body and what is not.

I think they should stress more how good balanced meals can make you more healthy than junk food can.

Specific function of the vitamins, minerals, on body conditions related to them. Preventive and corrective diets in regard to health problems (Ex: low sodium, low fat, bland, diebetic).

Meal planning and especially food value. Also methods for cooking and time, temperature and how to cook different things and retain most of their nutritional value.

Basic Food to have a day. I think there should be less sugar and more vegetables involved in your diet.

The basic 4 food groups.

I feel that what I was taught in all the following courses was something that I have used or will use in my life time.

Stress the importance of a balanced diet.

The foods that are good for you and how to cook them. Also how to be a smart shopper at the supermarket.

Importance of vitamins in children and adults.

Nutritional simple meals at a reachable cost.

Low calorie foods. Different diets.

How to pick out the different cuts of meat to tell a good piece from a bad one. How to pick out the best buy.

Try to get across the importance of good nutrition.

Basics of cooking and good nutrition as well as how to shop wisely.

Nothing special comes to mind. The foods courses I had gave me a good overall background.

What to look for when grocery shopping. How to use cheap cuts of meat and have expensive looking meals. How to make menus for a week of preparing and shopping.

Question 4 continued

Preparation of low cost cuts of meat. Using convenience foods and still maintaining nutritional levels.

Stress importance of vitamins to specific health and appearance areas.

Prenatal nutrition. Unfortunately, teenage pregnancy is increasing and these women and their babies risk many problems due to poor nutrition. Also more emphasis on proper nutrition from birth through adult life.

Meal planning, shopping for groceries, using coupons, making homemade meals not convenience foods. Fixing meals for two or five people or a crowd.

Basic four food groups. How food habits in youth affect future development, pregnancy, old age, etc. use of microwave oven, food processor, crock pot, etc., proper techniques of food preservation and storage; meal planning/menu evaluation/shopping techniques.

The four food groups how to prepare these and how to make meals decorative and nutritious.

Nutritional requirements for adults and children. Nutritional snacks and quick meals.

4. What specifically do you suggest we teach in Child Care?

Step-children and how to adapt to a new family life. A divorced parent and you have to still support the other family if you marry a divorced parent.

Stress importance of giving love and affection to children. Teach people how to play with children and learn to understand their needs psychologically and physically for proper growth and development.

Field experience in child care centers.

With the high rate of teen pregnancy and early age marriages it would be helpful to know: a) birth control, b) prenatal nutrition and health, c) what to expect with delivery, d) coping with a new baby, new husband, school, family and friends.

Anything concerned with children of all ages. Also things to show the students the difficulties but pleasures of raising a child.

What to expect in ways of illness as they grow. How they develop and at which ages. Ways to entertain your children quietly without constant supervision.

Good class. I learned a lot.

Discipline!

How to take care of a child or children properly. How to recognize child abuse and reporting it. How to teach a small child.

More direct contact with small children--maybe visits to a nursery school.

How to work with children.

How to discipline a problem child. How to keep a group size attention. How to prepare for a class of children.

I think the Child Care course that was offered when I was attending Lanphier was excellent. I have a 3 year old son and I really benefited from the child care course.

Prenatal care. Child behavior and psychology.

In my opinion, I believe this class covers as much as it possibly can.

Learn them more about children and tell them how children can be more helpful.

To care for the children and what to do if a child gets into poison.

Question 4 continued

The costs and problems of dealing with a child of today. Children now are different than those pictured in those books. You need updating.

The basics of how to care for basically small children. The needs of different age groups. How to perform certain tasks. Changing diapers. Dressing wounds.

Physical care of infants/children; psychology of infants/children. Information on all types of child abuse and neglect, including legal ramifications; information on the needs of special children, handicapped, learning disabled, gifted, etc. Toy selection--safety, sex stereotyping, age match; parent/child communication patterns; child clothing selection; child nutrition.

How to care for children at different ages. Teach them how to care for sick child.

4. What specifically do you suggest we teach in Housing and Home Furnishings?

Using antiques and refinishing furniture, how to buy a home, care of carpets, stains and other things around the home. How to buy furnishings wisely. How to paint, wallpaper and make do until you can afford new furniture.

Making some furnishings instead of buying everything. Refinishing and repairing to make used furniture "like new."

How to buy good quality furniture.

With today's high costs, management, financing and perhaps refinishing upholstery.

Reupholstering furniture, how to choose a house or apartment.

Show students the basics but also try to show them the fun in housing.

The cost. Which will last the longest. Which are easiest to clean.

Live within your income.

How to furnish and find a house that meets the needs of the person without too much money. How mortgages and loans work.

With the cost of everything today, kids should be taught what to look for in studying housing. Whether they will rent or buy, or live in a trailer. They should be taught to thoroughly check out anything they are considering to live in. As far as Home Furnishings, they should be able to decide if it was sturdy and how well the material will clean up as well as hold up.

Different styles decor--decorating economically. Real estate skills--interest rates, appraisal of property.

Kids needs to learn about durability and the best buys for the prices.

Let them know how to budget their money so they can have nice furniture and let them know that it's better to buy their house than rent.

How to make the right pick of house, what you should look for in a house as far as plumbing, heating and such.

How to cope with buying furniture for an apartment on a budget.

Furniture care and refinishing; flooring options and care; wallcovering options; windows and window treatments; appliance selection (with emphasis on energy consumption comparisons). Information on energy options, i.e. solar, heat pump, earth berms, window placement, fireplaces, insulation (values); basic home repair techniques, home security measures, landscaping, housing styles; home options, i.e. apartment, condo, duplex, townhouse, etc.; home financing methods; information on desirable and undesirable floor plan features.

4. What specifically do you suggest we teach in Family Relations?

Family behavior. Relationships between different members of the family. Father/son, father/daughter, mother/son, mother/daughter, mother/father, boy/girl.

Let them know that it's better to relate with someone in their family than a friend. And let them know that anything happens it's better to come to the parents first for suggestions.

I think families should start spending more time together. Now days most people just sit in front of the TV constantly. That has a lot of influence which can be bad on family relations.

Birth control. Family budget.

This is definitely a good course. Very valuable in present and future life. Dealing with parents and eventually your own family.

How to understand parents and family and inlaws. How to appreciate your family.

Promote closeness.

Ways in which to take and handle adjusting to a new family, husband and your children.

Give examples of family problems and ask your students to answer what they could do and then discuss.

How to make a budget and stick to it.

Incorporating the needs of adults as well as children--helping the students to understand that trust and the ability to communicate with each other is a basic foundation of the stable home life.

Money problems, career and being a wife and mother. Having organized home life such as plan your weekly schedule to fit in house cleaning and free time together with family.

Teenage pregnancy, dating, mate selection, sex education, values, clarification exercises, communication techniques, parenting options, including adoption and choosing not to parent; information on aging, death, and grieving; effects of substance abuse on family, i.e. alcoholism, drug dependency, marriage, divorce, separation, single living; legal ramifications of living together; prenuptial contracts.

How to better get along with the different individuals of the family and help them understand the different roles.

Sex education, birth control, pregnancy, pressures of unemployment.

4. What specifically do you suggest we teach in Consumer Education?

Being wise about problems that consumers run into and how to deal properly and legally and receive results.

How to spend money to get your money's worth.

I think in this particular area they should let the kids know that when you go to the store to buy an item, there isn't a difference between brand names and stores names--just the price! You're just paying for the name.

Consumer rights, problems, solutions, seeking help.

Kids should be taught about the prices of food and how to find a better buy. They should carefully study housing of all types. Utility bills and all bills related to housing. They should also get into insurance. Also the consumer con artists.

Budgeting, how to see the best ways to buy. Consumer fraud.

Quality and price.

How to manage money carefully.

How to do your own income tax.

Everyone could use it. Give students the basic knowledge of economics and how to handle special situations.

Home management. Checkbook balancing.

Money management and the do's and don'ts of credit buying.

Need more in the line of credit. Should get someone from a department store to tell how a business is run.

Taxes, insurance needed, buying a home, new car, planning on retirement, how to afford a baby.

Management of checking and savings accounts; home financing options; appliance selection with emphasis on energy consumption comparisons; credit information--uses and abuses; advertising and how to analyze it; car selection; insurance; taxes; wills and funerals; medical care, i.e. selection of physician, generic drugs, etc.

Question 4 continued

The prices and how important shopping around is and how not to get into debt by charging over their heads.

4. What specifically do you suggest we teach in Parenting?

Teaching kids how to respect other people and their belongings, discipline, how important school will be to child. Illness in children and how to treat step-children as equal as your own children with a whole family participating in it instead of trying not to play favorites.

The importance of patience, love and understanding. Psychological stress for single/unwed parents. That parenting is a full-time commitment, that there is some loss of "freedom", i.e. the ability to get up and go.

Present the things one gives up to be a parent so that young people don't rush into having a family.

Teen marriages and pregnancy.

Show students the difficulties but also the fulfillment, pleasures, joys, and miracles of parenting a child.

How to plan a family, how to stay calm in emergencies, how to be patient and calm on extra trying days.

To love their children.

Learn to listen to children. Remember they are individuals.

The same as Child Care.

I think one of the biggest things that needs to be definitely realized by younger kids is the responsibilities that go along with parenting and that it's a full-time job. You have to grow up really quick and you have to be willing to make a great deal of sacrifices for your child's sake.

Patience

You're just paying for the name. Kids should learn that when you're a parent you need self-control and patience. You have to talk to a child on their own level so that they'll understand. This needs a lot of responsibility.

Let them know how to be a good parent and let them know that they shouldn't fight or drink around their kids.

When you should start a family and why. How to plan a family. The way to prevent unwanted children and most of all if they are ready for children.

Growing up with your child.

Question 4 continued

Basics on the psychology of children. How to deal with particular problems of the various age groups.

How important it is to let your children know they're loved.

Birth defects, breast feeding; prenatal care; child/parent communication techniques; birth options. i.e. adoption, Lamaze, caesarian section, sex education; family planning information; information on choosing not to parent; child abuse; teenage pregnancy; single parenting; the effects of divorce on children.

4. What specifically do you suggest we teach in Home Economics Occupations?

Students should share their problems and accomplishments in their jobs with the other students. This way they benefit from each others jobs.

In class have more to do with child care.

Teach more about how to budget your money and more of what and how to spend your money.

Let them know that its good for some people cause its help them to learn to cook better and cook stuff they never cook before.

I believe I learned a great deal in this class with what it already has to offer.

The broadness of the field, education for specific fields, and a college selection.

The H.E.O. Class I had was excellent. Mrs. Harriet Reynolds covered everything that is needed and she made it interesting. The class was great.

I think H.E.O. is fine the way it is.

How to find a job in a Home Ec. field. Filling out resumes. Working relations with others, especially your boss.

To work hard and with pride. Do a good job. If you do not get along with employer try and work out an agreement.

To be on time to any job you will have a better evaluation for attendance alone.

Good training for students. Try to get everyone involved.

The many direct and indirectly related occupations dealing with home economics and/or the skills this field has to offer.

Teaching Home Ec or working in a fabric store or grocery store. You still should have a basic background before you venture in this type of field and should have experience from home life as well.

Teach the kids how to not be taken advantage of in the hard cruel world because that is still my biggest problem in the career world.

6. To help us serve boys and girls today, we would appreciate your suggestions and comments.

Help boys and girls today to know more about God will be the greatest. This alone will prepare him or her for life. Get prayer back into the schools.

I do not have any suggestions because you do a very good job of teaching your courses.

The only comment I would have, would be to help students today to realize and prepare more of what ahead of them. For example its easier when going to school and living at home than to work full time, try to support yourself, pay your own bills and have to learn to manage and stretch money.

I thoroughly enjoyed each of my home economics courses. My major was Business Education, but I feel that I learned just as much, if not more, in my Home Economics classes. I feel that every student should at least take a foods and a sewing class. These courses are almost essential to everyday living, especially after graduation. I think these courses should be promoted or even pushed. This would lead to the student taking other courses.

I thought everything that I learned in home ec classes was very good. I learned a lot from each class I took!

I think that this is very nice for you to send other students letters to fill out for suggestions. I'm very proud of District 186.

The only suggestion I can make is that they need to know as much as they can about economy in the world today, so that when they do go out into the world on their own they won't be so scared.

I had a lot of fun in Home Ec classes. They have been and will be (I'm sure) very helpful. I like to think I'll make a better homemaker someday for having taken the classes.

I think Lanphier's Home Economics classes were all top rate as well as the Consumer Education classes. I really wish I could have taken the $mart $pending and Parenting classes. They really sound like good classes.

It is hard to get boys into a Home Ec field. If you try to find ways to get boys to appreciate Home Economics because it involves them as well as their someday wife. Boys will have their bachelor life ahead of them and should know how to take care of their own home. It is not hard to get girls involved in Home Ec because they are geared more towards things involved in the home.

Teachers should give the student a feeling of importance by letting the student speak out. Also, everyone needs to understand more, the feelings of others. After all, we're all just humans, all capable of making mistakes.

5. continued

The reason I didn't take more Home Economics in high school was because there were (and still are) two basic stigmas against it. a) it is a course for dummies and/or b) it is a "pud" course. Home Economics offers a variety of ideas, job skills and everyday skills which can be taken advantage of. These skills and ideas can and must be learned in preparation for adulthood and, in many cases, careers. I'm not sure just how, but I feel Home Economics has alot to offer and to get this message across, we must first change the image.

Encourage young people to enjoy life and not to get married right away. Enjoy life and run around first and meet new people and go places. I married at 27 and am now ready for family life. I lived alone for eight years and had fun while building up my house to be a home with furnishings and odds and ends because once you're married money just isn't there to spend on running around or even new clothes or furniture.

To help in these classes, perhaps having speakers from the community experienced in these areas into the classroom may be beneficial.

How to improve your home cheaply. Things you can do at home to make money for yourself.

Consideration of others. Importance of family.

I am very honored to be asked to take part in this survey! I owe alot of my ability to be a wife and homemaker to things I was taught while in different classes at Southeast, especially Home Ec. related. In addition it has also served me well in my career as a nurse. I find the nutritional state of families to be pathetic and with the increase in teenage motherhood I'm hoping maybe in school these potential families will gain some knowledge to help them along.

As a former home economics teacher, I recommend having outside resources and speakers as often as possible. I am enclosing an A-V list from the March of Dimes Birth Defects Foundation which should prove useful in Family Living, Parenting and Child Care curricula. I believe that the aforementioned three classes should be required for every student. I also feel that Consumer Education should not be taught until the senior year.

I just want to say that I had many home ec classes and each and everyone of my teachers were wonderful, I loved how everyone could talk to our teacher about personal things and know that our conversation would not be passed around. I appreciate all the understanding that the home ec teachers have for young girls.

Try to get on a good communication scale with the kids and let them know you care about their needs.

APPENDIX 4 SURVEY 3 COMMUNITY SURVEY

SPRINGFIELD PUBLIC SCHOOLS
1900 WEST MONROE STREET
SPRINGFIELD, ILLINOIS 62704

DONALD MIEDEMA
Superintendent of Schools

THE ADMINISTRATIVE CENTER
525-3000

October 28, 1980

Dear Employer:

The Home Economics teachers in District #186 are working on a project to update the Home Economics curriculum.

To help us with our project, will you or someone in your employment take a few minutes to complete this questionnaire. Please return in the stamped addressed envelope promptly.

Thank you for your cooperation.

Sincerely,

June Nesbitt
Assistant Project Director

JN:mg

Enclosure

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HOME ECONOMICS CURRICULUM PROJECT

COMMUNITY SURVEY

1. Based on your observations, what do you consider the needs of people in any of the following:

Foods and Nutrition:

Clothing and Textiles:

Child Care:

Parenting:

Family Relations:

Housing and Home Furnishings:

Consumer Education:

Home Economics Occupations:

Other:

2. What problems do the people you are working with have in any of the following:

Foods and Nutrition:

Clothing and Textiles:

Child Care:

Parenting:

Family Relations:

Housing and Home Furnishings:

Consumer Education

Home Economics Occupations

Other

over

. Please give specific suggestions to aid us in updating and improving our Home Economics courses.

. Your occupations _____ Male ___ Female ___

HOME ECONOMICS CURRICULUM PROJECT

COMMUNITY SURVEY

Respondents Occupation: Males 4 Females 12

35 Surveys mailed 45.7% return

University Administrator
Counselor
Assistant Manager of restaurant
Care Center of Springfield
Extension Advisor, Home Economics
Counselor
Social Work Supervisor
Springfield Job Service
Instructor --weight control
Sales and instruction in needle arts
Public Health Nurse
Springfield Urban League
Director of Community Affairs and Housing Services
Food Service
High School Teacher at McFarland
Activity Therapy Coordinator

HOME ECONOMICS CURRICULUM PROJECT

COMMUNITY SURVEY

1. Based on your observations, what do you consider the needs of people in Foods and Nutrition.

Information on nutritious foods
People need to know, understand and be able to utilize information concerning food and nutrition.
In preparing for independent living, students must learn how to make nutritious but simple meals.
To eat the right foods in sufficient amounts and avoid overeating and overweight.
Knowing what to buy, how to buy, where to buy, when to buy, the importance of the quality vs. quantity when purchasing, building your budget around the foods that are nutritional for good body building. Also how to prepare foods so they are attractive and interesting.
Awareness of an adequate diet, food budgeting on a limited income.
Young people should know more about the Basic Four Food Groups and how to base their meals around them.
More truthful and readable packaging and labeling.
Education on nutrition, especially as it applies to developing children.
Foods and nutrition -- a good understanding of this area is necessary for good healthful living!!!
Nutritious snacks. Budget meals. Food costs. Less fat sugar and salt in the diet.
Third most important of the eight areas by one respondent.
How to fix good, quick, nutritious meals.
Higher prices should make this a very valuable course.

Based on your observations, what do you consider the needs of people in Clothing and Textiles?

Less synthetics.
How to mend clothes. Hem slacks at right lengths. Choose suitable uniform fabrics and launder to remove stains.
Knowing how to buy, knowing the types of materials, getting the best buy for your money, learning how to sew, darn and knit.
Limited income, lack of knowledge or motivation re sewing, fad and low quality purchase, poor clothing care (1 load mixed due to low budget)
Choosing practical materials to give the type of look needed is for many customers difficult. Visualizing materials in altered form.
A good understanding of clothing and textiles is necessary for good and healthful living!!
Care of clothing, purchase of ready-to-wear.
Ranked seventh in importance of the eight areas by one respondent.
Education on inexpensive quality products. How to tell the good from the bad and what fabric works well when.
Making and caring for clothing are great ways to cut the budget. Our students aren't really taking advantage of this.

Based on your observations, what do you consider the needs of people in Child Care.

High quality care.
The needs of children must be met. Preparation and understanding by the parent (s) are necessary.
Very important, as many have not had appropriate models in their own parents; they need to know what is appropriate for young children and what to expect from children.
Knowing the responsibility of caring for any children, how to play with and enjoy children, working with developmental stages of children and just being a responsible person.
Poor priority setting in children vs. parents. Need of individualized children's needs, poor judgement on care of children, limited income or education, overwhelming family problems.
More available and less expensive.
Education especially as it relates to babies and developing children.
An understanding of Child Care is necessary for good and healthful living.
Communication between parent and child. Day care for working mothers. Health concerns. Importance of disease immunization for children.
Ranked fifth in importance on list of eight by one respondent.
Proper clothing of children in different weather. Nutritional needs of children. Emotional needs of children.
It isn't only the future child care, it is the present child care in a number of cases. These are only ideas and help many of our young mothers receive.

Based on your observations, what do you consider the needs of people in Parenting.

Information and education
Not only young adults need to realize responsiblitiy associated with parenting.
Models of own parents were not always appropriate. Parenting is very important.
Raise responsible children.
Knowing the responsibility, the role and laws affecting parents. Knowing how to discipline, punish, reward, communicate and just listening at all times.
No role model in parenting.
How to deal with children in a public setting (store). Parents responsibility, store's responsibility, etc.
More education by parents and teachers.
Exposure and training on how to relate to children, especially in areas of discipline and management.
An understanding of Parenting is necessary for good and healthful living.
Ranked highest along with family relations on the list of eight by one respondent.
Consequences of 1) sudden loss of temper 2) drugs and alcohol abuse in front of children. Preparation for parenthood. Birth control.

Based on your observations what do you consider the needs of people in Family Relations

Avenues for communication need to be open among people. This is particularly true with families; mother, father, children, grandparents.
How to deal with other family members; this is a big need with our students.
Develop environment of mutual love and respect for all members.
Knowing how to distinguish family roles to decrease conflicts.
Learning how to respect others property, how to communicate and the need for family togetherness (e.g.) conferences, activities together--just taking time for one another.
Immaturity, poor income, low education.
Use of leisure time and the cost of leisure time activities is an issue with many people.
More communication between children and parents.
Need skills in management of family, stresses like budgeting etc. and how to negotiate problems that do arise.
A good understanding of Family Relations is important for good and healthful living.
Stability of family. Communication, coping with stress. Changing Family Roles.
Ranked first with Parenting of the eight areas by one respondent.
The need for better family relations, less yelling on the part of the parents, more honesty and less secrets kept on the part of the children.
Anything that can help keep the family together. Many students are having family problems now and need help in dealing with these problems.

Based on your observations what do you consider the needs of people in Housing and Home Furnishings.

The kinds of quality of furnishings available.
Again, the preparation for independent living, they need proper means of finding homes, as well as inexpensive furnishings.
Knowing what and how to buy and from whom to buy. Understand leases, rent, and reading the fine print. Beware of high pressure salespersons and reading warranty information.
Inadequate housing due to lack of income, unsafe environments.
Coordinatiron of color and texture in decorating is always a need of customers.
Better quality
How to clean
A good understanding of Housing and Home Furnishings is important for good and healthful living.
Energy efficiency and savings.
Ranked fourth of the eight areas by one respondent.
This is something we all need but we keep flubbing through.

Based on your observations what do you consider the needs of people in Consumer Education.

What are their rights!!
Budgeting, pricing, how not to be taken, banking.
To manage money wisely.
This field cannot be emphasized enough. This field is very much needed. This field covers warranty information, how to return unwanted items, where to go if you are dissatisfied and just knowing your right as a consumer on any level.
Would have to be door-to-door. People would tend not to attend a workshop by choice.
Recognition of quality and economy seems to be a problem of many consumers. Many practice a form of false economy.
They should know more about cost of food in relation to cost of well balanced meals in contrast to cost of junk food.
Much more is needed, what to look for, best buys.
A good understanding of consumer education is necessary for good living!
Adapting spending to inflation. Credit buying.
Ranked sixth of the eight areas.
Checkbook balancing. Importance of savings account stressed. Seasonal buys. How credit works.

Based on your observations what do you consider the needs of people in Home Economics Occupations.

Experience with Child Care
This field is very open and versatile, but is not talked about much because I think most people think that you can only teach in the school system when people in this profession can be used in the field of nutrition, in hospitals. Programs funded by the government or private agencies.
More are needed.
Are you referring to the HEO program?
Variety of areas available in field of Home Economics. Letting student know they will probably work. Be prepared with career plans.
Ranked lowest of the eight areas by one respondent.
Cooking, money organization
I sometimes wonder if there is an overkill at the high school level.

2. What problems do the people you are working with have in Foods and Nutrition.

Too much consumption of junk foods.
Stem from lack of knowledge and practical application. Must recognize need for change.
Obesity. Diabetes.
Limited income.
Don't work properly with formulas for babies or plan adequate meals for developing children.
Young people do not, evidently learn good nutrition habits at home and the school becomes the center for learning.
Being over weight. Needing to cut fat and sugar intake. Food costs. Sale of snack foods in school concern of our clientele.
Basic food groups! What is hazardous to health and why? Substitution used in basic meals. Most out of meals! Meal planning--according to schedule.
Most do not take the time to eat properly. Wear themselves down and become sick (same can be said for proper rest too).
Most students don't realize how much they need this. They don't realize what it will take to feed a family.

What problems do the people you are working with have in Clothing and Textiles?

Use of cheap synthetics.
Lack of knowledge and practical application.
Mending. Choosing fabrics. Laundry.
Lack of knowledge.
Care and stain removal.
How to check for quality. Coordinating clothing; getting the best wear out of clothing; clothing care; how to shop for best clothes.
Many invest their money in poor quality clothing and end up spending more.

What problems do the people you are working with have in Child Care?

High costs and poor quality.
Lack of knowledge.
Reliable child care when parents work after 6:00 P.M.
Poor judgement on care of children.
Not enough or not reasonable enough.
Inadequate emphasis on cleanliness; necessary medical care, shots for developing children.
With the increase of student pregnancies and many girls raising the children, both of these become problems for the students.
Finding suitable care for children for working moms.
Prenatal care; what happens if babies lack good nutrition; different stages of children; why kids behave as they do.

Proper care of infants (food, clothing, rest). Problems with baby-sitter or day care center (how do you pick a good one).
I seem to have a class of pregnant girls that are taking first or second semester child care. I try to talk them into taking the class. I feel they will learn something that will help them.

What problems do the people you are working with have in Parenting?

Really ignorant of the subject. They learn through experience.
Many of the problems stem from lack of knowledge and practical application.
A big problem, especially for students who feel they were not parented correctly.
Accepting responsibility for child and teaching responsible behavior to child.
Poor role model in parenting.
Not educated well enough.
Lack of understanding of relating to children and both parents sharing this responsibility.
Problem to student who is a single parent.
Wanting to know constructive techniques to use when communicating and disciplining children.
Contraception (natural) family planning; job planning; day care information.
Are not prepared to be a parent. (Not aware of responsibilities, time involved.) Too young.

What problems do the people you are working with have in Family Relations?

Lack of knowledge.
Getting along with each other accepting what is best for family not just one person.
Immaturity, lack of education.
Understanding the rationale for money spent on hand arts (needle arts).
Not enough.
Inability to handle family stresses; economics; family planning, etc.
Many of the students with whom I work, experience problems understanding and coping with family relations. This is certainly a needed area of study.
Coping with stress. Widowhood.
Poor family units. Little to no real communication.
Somehow the students don't seek this class for the help it can give.

What problems do the people you are working with have in Housing and Home Furnishings?

Purchasing poor quality.
Lack of knowledge and practical application.
Finding adequate housing at price they can afford. Home repairs and appliance repairs.

Inadequate housing due to lack of income.
The foremat of this could be changed in our area into a more realistic view of the student's living arrangements.
Energy concerns. Redecorating with what you have.
How to shop, getting best for money.

What problems do the people you are working with have in Consumer Education?

Completely ignorant of their rights.
Problems stem from lack of knowledge.
Managing money.
Some buyer wise, some not.
Figuring cost of items if you wish to sell your product. Looking for quality.
Not educated enough.
Coping with inflation.
Budgeting; shopping for houses, food, clothes, etc.; shopping for one, family, many; banking; income tax.
Money management.

What problems do the people you are working with have in Home Economics Occupations?

If you are referring to HEO, I see no problems. Students are utilizing the classroom and getting help on their jobs!
Pregnancy Program--where vocational careers are taught.
Organization of household, money.
When talking to students about Home Economics courses many seem to have been turned off by occupations courses in junior high.

Other problems: In all these areas more practical experiences are needed.
Managing time.
Maintaining good health.
Other behavior habits pertaining to food. Learning early in life to achieve good habits pertaining to food.
Graduates are not job ready, have no idea of what the real employment world is like, do not know how to fill out job applications, dress or act for interview.
Health. Preventive medicine.
Alcohol and drug abuse. Very prominent among many of our teenagers. They all seem to be aware of the many consequences, yet it makes little difference. Drugs are used as a convenient escape from family, school or work problems.

3. Please give specific suggestions to aid us in updating and improving our Home Economics courses.

A series of topics throughout the courses that deal with specific problems in each of the areas.

I wish the good down-to-earth Home Economics courses received as much publicity as some of the college prep courses. The college entrance requirements don't help; they are still making a point of foreign language but Home Economics is just counted as other courses taken. If a student wants to take six courses in Freshman and Sophomore years, I'd like to see one of these as a self-improvement or personal type course which would help them every day away from school.

More emphasis placed on money management. What is involved in being a parent and the alternatives available--abstinence, birth control (time, emotional and physical requirements, money). All girls should be taught (in my opinion) exactly how the female reproductive system operates. I learned it from outside readings and biology courses. It's surprising the number of female employees we have that know little to nothing about how their bodies work.

Try to keep course content current with problems facing families and individuals today. Try to educate young people that married and family life is one that is in constant flux. Only a very small percent of our society today lives the traditional family model--husband working, wife at home with two children, so young people need to be ready for anything.

Deal with issues flowing from areas listed.

Take classes out on field visits and have business reps in to instruct and expose students to what the real business world is like.

We have a great many ideas to discuss. May we discuss them with you personally. We would be happy to meet with you or provide guest speakers to groups.

We feel that a good deal of time is well spent in learning the needle arts. It is one of the most productive and economical leisure time activities on the market. It would also be nice if the school could help reduce some of the prohibitive stereotypes that surround all the areas of "Home Economics" (maybe change of thought towards "successful living" geared to both the male and female.)

Learn how to adapt to utensils available in environment. Encourage basics and economic cooking using basic four. Do not focus just on mixes or convenience cooking. Teach nutritious snacks eliminating need for junk food snacks. Consider cultural influences on food choices and try to expand these choices to include basic four. Eliminate junk food machines at school to encourage proper snacking. (Apple machine instead.)

Utilizing persons involved in the community that are aware and working with these concerns.

Continue work in Home Economics Occupations. Stress Consumer Education and Money Management. Develop short unit on available community resources for family problems.

Practical experience (i.e. planning meals, shopping, preparing meals) they could use at home, working with children, making items for home use, role playing for family relations with real life situations, having a banker explain accounts and loans and credit ratings; practicing with checkbooks and balancing statements.

The information should be meaningful and have purpose to the individual being taught. Material should be presented at an understandable level. Practical application needs to be stressed. It is one thing to talk about something; it is another thing to do it. Responsibility training.

## APPENDIX 5 STATISTICS SHOWING EMPLOYMENT NEEDS

1979 COMPARISON ATTENDANCE

| MONTH | LINCOLN HOME | LINCOLN TOMB | STATE CAPITOL | STATE MUSEUM | OLD STATE CAPITAL | NEW SALEM |
|---|---|---|---|---|---|---|
| JANUARY | 6,670 | 692 | 5,600 | 6,049 | 2,994 | 245 |
| FEBRUARY | 8,606 | 3,625 | 2,880 | 11,265 | 2,272 | 375 |
| MARCH | 17,132 | 8,052 | | 18,341 | 66,680 | 3,631 |
| APRIL | 39,740 | 39,316 | 14,680 | 26,406 | 17,295 | 22,332 |
| MAY | 65,133 | 51,404 | | 49,237 | 41,906 | 52,661 |
| JUNE | 50,269 | 36,158 | 16,480 | 23,744 | 17,289 | 32,009 |
| JULY | 63,063 | 38,327 | 7,894 | 23,867 | 17,494 | 44,643 |
| AUGUST | 67,092 | 42,453 | 14,150 | 21,317 | 17,055 | 41,546 |
| SEPTEMBER | 30,029 | 16,377 | 5,075 | 12,517 | 10,299 | 23,020 |
| OCTOBER | 32,263 | 20,331 | | 19,870 | 14,779 | 24,988 |
| NOVEMBER | 15,432 | 7,964 | 3,080 | 13,678 | 5,592 | 8,105 |
| DECEMBER | 7,807 | 3,637 | 1,970 | 8,945 | 4,266 | 1,661 |
| | 403,236 | 268,336 | 69,809 | 235,236 | 217,921 | 256,196 |

| MONTH | CONVENTIONS | CONVENTION ATTENDANCE |
|---|---|---|
| JANUARY | 40 | 19,250 |
| FEBRUARY | 48 | 13,075 |
| MARCH | 65 | 22,165 |
| APRIL | 54 | 44,064 |
| MAY | 60 | 18,665 |
| JUNE | 56 | 12,863 |
| JULY | 30 | 9,175 |
| AUGUST | 29 | 50,288 |
| SEPTEMBER | 62 | 55,570 |
| OCTOBER | 80 | 24,900 |
| NOVEMBER | 56 | 28,975 |
| DECEMBER | 26 | 8,285 |
| | 606 | 307,275 |

CONVENTION DOLLAR 1979: $22,819,818.00

TOURIST DOLLAR 1979: $10,304,928.00

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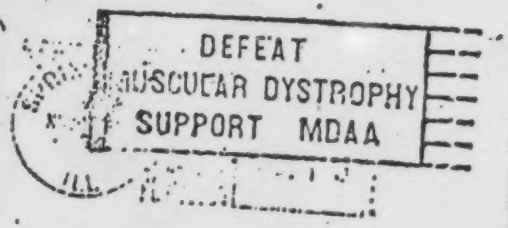
Springfield Convention & Visitors Bureau

SPRINGFIELD

Career Vocational Education
June Nesbitt
1900 W. Monroe
Springfield, IL 62704

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The Greater Springfield
Chamber of Commerce
*Economic Development Council*

MIKE MAJEWSKI
Chief, Research Division

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Table 1
Employment and Average Annual Job Openings
By Major Occupational Category
1974-1985

Area: Springfield SMSA

| | 1974 Employment | | 1985 Projected Employment | | Percentage Employment Change 1974-1985 | Average Annual Openings 1974-1985 | | |
|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | | Due To Growth | Due To Replacements | Total Opening |
| TOTAL, ALL OCCUPATIONS..... | 86,875 | 100.0 | 96,075 | 100.0 | 10.6 | 835 | 3,310 | 4,145 |
| Professional, Technical and Kindred... | 13,400 | 15.4 | 15,500 | 16.1 | 15.7 | 190 | 460 | 650 |
| Managers, Officials, and Proprietors.. | 8,650 | 10.0 | 9,775 | 10.2 | 13.3 | 105 | 345 | 450 |
| Sales Workers..... | 5,500 | 6.3 | 5,975 | 6.2 | 8.8 | 45 | 235 | 280 |
| Clerical Workers..... | 22,775 | 26.2 | 26,600 | 27.7 | 16.8 | 350 | 915 | 1,265 |
| Craftsmen, Foremen, and Kindred..... | 9,675 | 11.1 | 10,625 | 11.1 | 9.8 | 85 | 280 | 365 |
| Operatives..... | 9,050 | 10.4 | 9,050 | 9.4 | -0.1 | 0 | 245 | 245 |
| Service Workers..... | 12,125 | 14.0 | 13,500 | 14.0 | 11.4 | 125 | 610 | 735 |
| Laborers, Except Farm..... | 3,150 | 3.6 | 3,375 | 3.5 | 7.6 | 20 | 90 | 110 |
| Farmers and Farm Workers..... | 2,600 | 3.0 | 1,675 | 1.8 | -35.5 | -85 | 130 | 45 |

APPENDIX 6 PROPOSAL FOR THE HOSPITALITY COURSE

# P R O P O S A L

Pilot a one semester course, Hospitality, in the Home Economics curriculum.

HISTORICAL UPDATE: Each year the Career/Vocational Education director must submit a one and five year plan for career education to the Illinois State Board of Education, Division of Adult, Vocational and Technical Education. It is the intent of the director and the Home Economics staff to follow the guidelines published by the State Office leading to Career Ladders of Sequential Offerings for funding. In addition to the Occupation of Homemaking, the new Home Economics for the 80's recognizes the need for helping prepare all students for their role outside the home.

NEED ASSESSMENT:

I. Based on the following statistics, we see a need for the development of the Career Ladder "Hospitality" 09.0205 to complete Food Service and Hospitality.

   A. Springfield ranks 4th in the United States for numbers of foreign visitors.

   B. Brought out in testimony before the United States Commission on Commerce: "Hearings on Foreign Commerce and Tourism" the following:

      1. Tourism is a $65 billion plus industry in the U. S.

      2. Tourism is among the top three industries in 46 of 50 states.

      3. Over 4 million jobs (one out of 20) employees in civilian labor force are sustained by tourism expenditures in U. S.

      4. Tourism spending in U. S. totals $127 billion yearly.

      5. Tourism expenditures are second ranking retail expenditures in U. S.

C. From the Springfield Convention and Visitors Bureau:

1. In Springfield in 1979, there were 606 conventions with an attendance of 307,275.

2. For 1979, the convention dollar totaled $22,819,818.

3. For 1979, the tourist dollar totaled $10,304,928.

II. It is important to offer our courses in a sequence as set up in "Handbook for Vocational Education Program Planning" September, 1980, acceptable to the State of Illinois for funding of vocational courses.

See attached chart.

PHILOSOPHY: It is the intent of the Career/Vocational Education director and to the Home Economics staff to keep Home Economics curriculum up-to-date and to offer boys and girls a chance to prepare themselves for job entry employment in a skill building course while still in school, as well as preparation for their role in their home.

GOALS: The Hospitality course will help the students in the preparation for their lives ahead as they explore the work environments of lodging, travel, recreation, and entertainment. The knowledge and skills learned can be used by the students in their home, in additional Home Economics courses related to job training, in a part time job or in a full time hospitality career. The outcome of the courses is dependent on the values and needs of the students enrolled.

It is our goal to introduce a semester course "Hospitality" at the 10th grade level at each of the three high schools for fall '81.

ORGANIZATION AND METHODS:

1. Utilize present Home Economics staff.

2. Use community resources.

3. Much of the cost of materials to pilot the course will come from Exemplary Home Economics project.

4. Cost to continue the course will be the replacement and/or addition of software.

## HOSPITALITY
## (LODING, TRAVEL, RECREATION, ENTERTAINMENT)

This course will enable students to achieve the following objective:

1. Be aware of human needs for hospitality services.

2. Be aware of the economic interrelationship among people, families, enterprises, and institutions in the community to meet human needs.

3. Appreciate, understand and perform hospitality skills.

4. Value, comprehend and perform processes or work activities as related to family and hospitality enterprises.

5. Develop an understanding of the differences in knowledge, skills, and environment in various hospitality enterprises.

6. Develop an ability to analyze the inputs and processes used by families and enterprises as related to their unique outputs.

7. Develop an understanding of personal goals, abilities, and interests in relation to career preference and selection.

8. Develop responsible work habits as a group member and become more self-directing.

9. Develop an understanding of the enterprise processes or work activities as related to family and consumer use in personal lifestyles.

## HOSPITALITY COURSE OUTLINE

I. Orientation to the Hospitality Industry

- A. Scope
- B. Data
- C. Survey of industry
- D. Opportunities in Springfield

II. Hospitality Skills

- A. Communication
- B. Personal development
- C. Guest and employer relations

III. Loding

- A. Types
- B. Services provided
- C. Job types - Springfield State National International
- D. Job Skills

IV. Travel

- A. Types
- B. Services provided
- C. Jobs within industry - Springfield Illinois National International
- D. Job skills

V. Recreation and Entertainment

- A. Types
- B. Services provided
- C. Job types - Springfield State National International
- D. Job skills

VI. Individualized Skill Preparation Project

- A. Indepth in field of interest

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Springfield Convention
& Visitors Bureau

Career Vocational Education
June Nesbitt
1900 W. Monroe
Springfield, IL 62704

SPRINGFIELD IL 623
PM
15 NOV
1980

DEFEAT
MUSCULAR DYSTROPHY
SUPPORT MDAA

The Greater Springfield Chamber of Commerce
Economic Development Council

MIKE MAJEWSKI
Chief, Research Division

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| Sales Workers..... | 5,500 | 6.3 | 5,975 | 6.2 | 8.8 | 45 | 235 | 280 |
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| Laborers, Except Farm..... | 3,150 | 3.6 | 3,375 | 3.5 | 7.6 | 20 | 90 | 110 |
| Farmers and Farm Workers..... | 2,600 | 3.0 | 1,675 | 1.8 | -35.5 | -85 | 130 | 45 |

APPENDIX 7 FLOW CHART SHOWING CAREER LADDERS

HOME ECONOMICS

1981-82
11/12/80

| | OCCUPATION OF HOMEMAKING 09.0100 | OCCUPATION OF CHILD CARE 09.0201 | FOOD SERVICE 09.0203 | HOSPITALITY 09.0205 | CLOTHING MANAGEMENT,* PRODUCTION & SERVICES 09.0202 | ADDITIONAL |
|---|---|---|---|---|---|---|
| | | Home Economics Occupations 434 | Home Economics Occupations 434 | Home Economics Occupations 434 | Home Economics Occupations 434 | Independent Study 405 |
| 11 | Parenting 304<br>Housing and Home Furnishings 304<br>Adult Living 304<br>Management of Resources 304 ($mart $pending) | Home Economics Occupations 334 | Home Economics Occupations 334 | Home Economics Occupations 334 | Home Economics Occupations 334 | Advanced Clothing 305<br>On Your Own 304 |
| 10 | Child Development 204<br>Foods and Nutrition 204<br>Clothing and Textiles 204 | Child Development 204<br>Foods & Nutrition 204 | Food Service 204<br>Foods & Nutrition 204 | Hospitality (Pilot) 204<br>Foods & Nutrition 204 | Clothing and Textiles 204 | Creative Stitchery 20 |
| 9 | Orientation to Home Economics 134 | Orientation to Home Economics 134 | Orientation to Home Economics 134 | Orientation to Home Economics 134 | Orientation to Home Economics 134<br>*Need other courses to be complete career ladder. | |

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# APPENDIX 8 COURSE DESCRIPTIONS

Home Economics 134

A course designed to help students understand themselves as men and women in today's world. Units include: use of foods and nutrition, clothing needs for self and others, orientation to the world of work, human development needs, understanding and caring for children, and understanding their own environment.

Child Development 204

This course includes learning experiences to help students gain knowledge and understanding of the physical, intellectual, social and emotional development of children. Meeting the needs of children and techniques for helping develop satisfactory habits will be emphasized. Student observations and laboratory experiences with young children may be a part of this course to give some practical experience in preparation for child care careers.

Clothing and Textiles 204

This course is to give the student the opportunity to learn about clothing and textiles and to develop an awareness of clothing career opportunities. The course will help the student develop basic skills and techniques in selection, construction and care of clothing. Students will provide materials for their own projects.

Creative Stitchery 204

This course allows students to develop skills and interest in various types of stitchery and crafts through construction of projects (e.g. crocheting, macrame, applique, knitting, embroidery, needlepoint, rug hooking, quilting, patchwork). Creative stitchery will cover career opportunities available related to skills developed. Students will provide materials for their own projects.

Foods and Nutrition 204

This course is designed to help students develop the basic knowledge of nutrition and food preparation skills to meet food needs. Units include: meal planning and preparation, nutritional needs, and wise purchasing of food.

This course is a prequisite for Food Service 204 and Hospitality 204.

Food Service 204

Prerequisite: Foods and Nutrition 204

This course helps provide the student with the knowledge and skills necessary for a variety of jobs in food service. Units include: principles of food preparation, nutrition, safety, sanitation, use and care of food service equipment, terms related to food service, serving costs, quality control, relations with fellow employees and employers and the career ladder in the food service industry.

Hospitality 204

Prerequisite: Foods and Nutrition 204

A course to help students prepare for work in the field of hospitality including food service, hotel and lodging, recreation and tourism. Units include positive hospitality attitudes, personal traits needed, relationships with fellow employers and supervisors, dealing with customers and guests, personal appearance needed for employment success, management, decision-making, handling emergencies, safety and the career ladders in the hospitality industry.

Adult Living 304

For all students--a one semester course designed to assist individual students in preparing for multiple roles in the home, community and place of employment. Units include: personality development, values and decision-making, relationships, dating, premarital relations, marriage, family planning, finances and legalities, social concerns, and such family crisis problems as adoption, divorce, and death.

Housing and Furnishings 304

A course to provide students with basic knowledge and skills of housing and furnishings and an understanding of the living environment. Units include: selection and care of housing, furnishings, equipment and accessories to meet energy and environmental needs related to economic and social levels, trends, values, individual tastes, standards of sanitation and care and management.

On Your Own 304

For all students (male or female) without previous high school foods or clothing classes. A one semester comprehensive course designed to give students a basic understanding of home economics for every day living by developing skills in areas of clothing selection and care, food selection and preparation, and home care and management. Laboratory work is included and will be slanted toward the specific needs and interest of the class members.

Parenting 304

Emphasis will be placed on learning experiences which provide opportunities for the student to gain knowledge and understanding of the problems of human growth and development and the roles, responsibilities and impact of parenting. Responsibilities of parenthood and alternative ways of meeting the needs of children and parents will be the focus. Adolescent pregnancy, birth defects, interaction between children and family members and availability of community and social services will be vital components.

Management of Resources 304
($mart $pending)

A course to help the student gain knowledge, skills and understanding to help him/her make rational decisions to contribute to family stability and quality of life. Units include: comparison of prices, installment purchasing, budgeting, savings, management of resources related to homemaking, consumer rights and responsibilities and the use of resources. Course meets consumer education requirements.

Advanced Clothing 305

Prerequisite: Clothing and Textiles 204

Students will continue their interest in clothing to become more competent in construction. New skills and techniques will be developed. The student will supply materials for own projects.

Home Economics Independent Study 405

Prerequisite: Completion of course offerings in interest area. Student must have permission from teacher to enroll.

This semester course gives students the opportunity to do advanced study and to build skills beyond the introductory courses listed in the handbook. Students secure application form from teacher prior to enrolling.

Home Economics Occupations 334

Prerequisite: Previous courses in Home Economics and/or experiences in the home or community related to the job interest. Completion of H.E.O. application and written approval of H.E.O. teachers.

H.E.O. gives the student job experiences while enrolled in a class related to the job. A student attends regular classes on a half day basis and works at an approved training station on the other half day. Areas of training available are food service, dietary aide, waitress, nursery school and day care aide, clothing alteration assistant, interior decorator aide, florist aide, and homemaker's aide. Each student works an average of 15-20 hours a week on the job.

Home Economics Occupations 434

Prerequisite: H.E.O. 334, permission of teacher.

H.E.O. 434 concentrates on expansion of the basics learned in beginning H.E.O. 334 by providing students with more in depth study in the areas of food service, dietary aide, waitress, nursery school and day care aide, clothing alteration assistant, interior decorator aide, florist aide, and homemaker's aide. Each student works an average of 15-20 hours a week on the job.

# APPENDIX 9 ADVISORY COMMITTEE

HOME ECONOMICS
ADVISORY COMMITTEE

Mrs. Betty Anderson
Dietary Dept.
% Memorial Hospital
800 North Rutledge
Springfield, Illinois
62702

Ginger Shelton
1811 Johnson Park Drive
Springfield, Illinois
62703

Dori Fox
Brookview Trailer Ct.
Lot 16 North Grand Ave.
Springfield, Illinois 62702

Virgina Langston
% Home Ec. Dept.
Southeast High School
2350 E. Ash
Springfield, Illinois 62703

Dwayne Blissett
% Home Ec. Dept.
Lanphier High School
1100 North 11th
Springfield, Illinois 62702

Mrs. Norma Duncan
Grant Middle School
1800 W. Monroe
Springfield, Illinois 62704

Barbara McMillen
% Home Ec. Dept.
Lanphier High School
1100 No. 11th St.
Springfield, Illinois 62702

Mrs. Barbara Carriker
Counselor
Southeast High School
2350 E. Ash
Springfield, Illinois 62703

APPENDIX 10 BROCHURE TO PROMOTE HOME ECONOMICS

Springfield Public Schools
District #186
Springfield, Illinois

Career/Vocational Education
Lanphier High School
Southeast High School
Springfield High School

Donald Miederna
Superintendent of Schools

# A New Home Economics Program

**has been Planned for You . . .**

This program will help you to develop the skills needed for successful daily living and a rewarding career in an area of home economics.

Become a winner and make this program a part of your future. See your counselor to enroll in one or more courses that relate to the following areas:

## Homemaking

9th Grade

Orientation to Home Economics (134)

Grade

Homemaking

10th Child Development (204)
Foods and Nutrition (204)
Clothing and Textiles (204)

11th Parenting (304)
Housing and Home Furnishings (304)
Adult Living (304)
Management of Resources (304)

**Other Related Courses**

10th Creative Stitchery (204)

11th Advanced Clothing (305)
On Your Own (304)

12th Independent Study (405)

## Career Development

9th Grade

Orientation to Home Economics (134)

Grade

Child Care

10th Child Development (204)
Foods and Nutrition (204)

11th Home Economics Occupations (334)

12th Home Economics Occupations (43

Food Service

10th Food Service (204)
Foods and Nutrition (204)

11th Home Economics Occupations (3

12th Home Economics Occupations (434

Hospitality

10th Hospitality (204)
Foods and Nutrition (204)

11th Home Economics Occupations (3

12th Home Economics Occupations (434

*Home Economics Occupations 334 and 434 are community/school based courses which include classroom and paid work experiences in various home economics careers.

APPENDIX 11 EDUCATION FAIR

SPRINGFIELD PUBLIC SCHOOLS
1900 WEST MONROE STREET
SPRINGFIELD, ILLINOIS 62704

DONALD MIEDEMA
Superintendent of Schools

THE ADMINISTRATIVE CENTER
525-3000

Your Schools on Parade
Springfield Public Schools

White Oaks Mall
February 20-22, 1981

| Site | Description |
|---|---|
| 1 | Public Information - Dr Donald Miedema and/or his staff will be present to answer questions about District #186. |
| 2&3 | "Together We Can" is a slide/tape program produced by the Springfield Education Association depicting the many excellent educational opportunities offered to students. |
| 4 | Science - Materials and activities typical of those found at various levels and in various courses of our K-12 Science curriculum will be present. Students will demonstrate throughout the weekend. |
| 5&6 | Curriculum Council - Textbooks and other instructional materials in Science, Social Studies, Mathematics, Reading, English and Language Arts will be on display. |
| 7 | Student Services - Transportation: R.W. Harmon & Sons, District 186's School bus contractor, will have a bus on display. Harmon utilizes over 70 buses daily in meeting our district's transportation needs. |
| 8&9 | Industrial Arts - Equipment and Projects from Small Engine, Drafting, Electricity, Electronics, Wood and Metal Technology, Photography and Graphic Arts will be on display. |
| 10 | Home Economics - Home Economics for the 80's will point out types of courses by grade level. 7&8 - Exploratory, 9&10 - Orientation, 11&12 - 'Skill preparation and 10-12 - Enrichment. |
| 11 | Business Education - Activities, Materials and Visuals will demonstrate courses and programs offered to our students in Business Education. |
| 12 | Co-operative Education - Slides and brochures will be used to explain the history and various programs available at the high school level. |

13 Adult Education - Pamphlets, brochures and visual information concerning recruitment of public and clients as students in our Lawrence Adult Center will be available.

14 Special Education - Equipment, Materials and information used in the identification, screening, evaluation and instruction of special needs learners will be displayed.

15 Elementary Programs - Social Studies through a historical diorama and displays will be demonstrated. Project Ounce and early childhood education will also be featured.

16 Foreign Language - "Why Study Foreign Language" will be displayed through the use of materials and a slide tape presentation. This will demonstrate the importance of foreign language at the middle and high school level.

17 Instructional Resource Center - Production of educational materials and the use of the video camera will be displayed.

18 Guidance and Counseling - Using the Guidance Information System a visitor can get a print-out of colleges, majors offered, cost, etc. Careers can be explored through the use of film strips.

19 Typical Elementary School - Slides will be used to describe the daily activities in a typical District 186 Elementary school.

20 Elementary School Support Programs - Art, Music, Physical Education, Speech, Library Services, Remedial Reading and Remedial Math will be presented through a slide presentation.

21 Health Education - C.P.R. and First-Aid Techniques as well as other aspects of the health curriculum will be demonstrated.

22 Physical Education - Posters, materials and video tape will give an overview of the P.E. curriculum from grades 1 through 12.

23 Elementary Language Arts - Language Arts in grades K-6 will be illustrated with student work and texts available for examination. Basic reading, enrichment activities and creative writing will be on exhibit.

24 Art - Display will feature student Art work - elementary through high school.

25 Music - Band, Choirs and specialty groups representing all levels of students will perform for your enjoyment.

EDUCATION FAIR

White Oaks Mall

February 20 - 22

HOME ECONOMICS BOOTH

| | | | | |
|---|---|---|---|---|
| Friday | 8:00 - 10:00 | Set up | Harriet Reynolds | Cheryl Lipe |
| | | | Ann Schickner | June Nesbitt |
| | 5:00 - 7:00 p.m. | | Joyce Beard | Barbara McMillen |
| | 7:00 - 9:00 p.m. | | Linda Denk | |
| Saturday | 10:00 - 12:00 | | Sally Morris | Rosia Adams |
| | 12:00 - 2:00 | | Mary Ann DeFend | Norma Duncan |
| | 2:00 - 4:00 | | Shirley Barrow | |
| | 4:00 - 6:00 | | Ellen Ingersoll | |
| | 6:00 - 8:00 | | Mary Kay McClelland | |
| | 8:00 - 9:00 | | June Nesbitt | |
| Sunday | 12:00 - 2:00 | | Martha Weil | |
| | 2:00 - 4:00 | | Phyllis Brooks | |
| | 4:00 - 5:00 | | June Nesbitt | |

APPENDIX 12 IN-SERVICE

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SPRINGFIELD PUBLIC SCHOOLS
1900 WEST MONROE STREET
SPRINGFIELD, ILLINOIS 62704

ONALD MIEDEMA
rintendent of Schools

THE ADMINISTRATIVE CENTER
525-3000

October 6, 1980

M E M O R A N D U M

TO: Phillip Schmidt - Lanphier
Robert Hill - Springfield
Charles Russell - Southeast

FROM: Charles Severns and
June Nesbitt - Assistant Project Director

RE: High School Home Economics In-Service Workshop

The purpose of this memorandum is to request your cooperation by allowing your home economics teachers to attend a workshop at the Instructional Resource Center, 2000 Chatham Road, October 15, 1980, 1:00 - 3:30 p.m., Room 7.

| | | |
|---|---|---|
| Exemplary High School Home Economics Project | - | June Nesbitt |
| "Challenge For the 80's" | - | Dr. Marian Swisher<br>Western Illinois University<br>Project Consultant |
| "Springfield District #186 Home Economics Curriculum Our Objectives" | - | Group discussion |
| Announcements | | |

Thank you for your continued support and cooperation.

CWS/JN:djl

cc: Dr. Marian Swisher
Mrs. Ingersoll
Mrs. Reynolds
Mrs. Denk
Mrs. Weil
Mrs. McMillen
Mrs. DeFend
Mrs. Beard
Mrs. Schickner
Mrs. Morris
Mrs. Nesbitt

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SPRINGFIELD PUBLIC SCHOOLS
1900 WEST MONROE STREET
SPRINGFIELD, ILLINOIS 62704

DONALD MIEDEMA
Superintendent of Schools

THE ADMINISTRATIVE CENTER
525-3000

November 10, 1980

Dr. Anita Webb-Lupo
112 Turner Hall
Illinois State University
Normal, Illinois

Dear Dr. Lupo:

This is to confirm the date of Tuesday, November 25, 8:30 a.m. for your service as a consultant to help us work on course content for 9th Grade Orientation.

The location is Administrative Central Office, 1900 West Monroe (where you met with us in June). We will meet in the Materials Center on the second floor.

Teachers working on this curriculum will be Norma Duncan, middle school program, Sally Morris, former middle school now 9th grade, Ellen Ingersoll, High School Sequence and myself.

I am looking forward to a good work session.

Sincerely,

June Nesbitt

June Nesbitt
Assistant Project Director

JN:dl

Date changed to Dec 16.

SPRINGFIELD PUBLIC SCHOOLS
1900 WEST MONROE STREET
SPRINGFIELD, ILLINOIS 62704

ONALD MIEDEMA
erintendent of Schools

THE ADMINISTRATIVE CENTER
525-3000

December 8, 1980

M E M O R A N D U M

TO: Sally Morris
Ellen Ingersoll
Norma Duncan

FROM: Bill Severns
June Nesbit

RE: Workshop - 9th Grade Orientation

Tuesday, December 16, 1980
8:30 - 11:30
Material Center
Central Administrative Office
1900 West Monroe

Please clear with your building principal and call for a substitute in advance.

BS/JN:dl

SPRINGFIELD PUBLIC SCHOOLS
1900 WEST MONROE STREET
SPRINGFIELD, ILLINOIS 62704

ALD MEDEMA
tendent of Schools

THE ADMINISTRATIVE CENTER
525-3000

December 16, 1980

M E M O R A N D U M

TO: High School Home Economics Staff

FROM: Bill Severns
June Nesbitt

You are respectfully requested to attend the following stated meeting. Please let your principal know and request a substitute.

Home Economics Project Inservice Workshop
Wednesday, January, 7, 1981
1:00-3:30 P.M.
Resource Center
2000 Chatham Road

A G E N D A

1. "A Guide to Writing Competency Based Objectives" - Dr. Marian Swisher, Western Illinois University

2. Small Groups --

Home Economics - 9th Grade: Sally Morris, Mary Ann DeFend, and Linda Denk

Food Service and Hospitality: Ann Schickner, Barbara McMillen, and June Nesbitt

Child Development, Parenting, and Adult Living: Ellen Ingersoll, Joyce Beard, and Martha Weil

Management of Resources and Housing, and Home Furnishings: Harriet Reynolds, June Nesbitt, and Sally Morris

Dr. Marian Swisher - Resource person to above:
a. Units important to include
b. Textbook or classroom set selection

JN:mg

SPRINGFIELD PUBLIC SCHOOLS
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ONALD MIEDEMA
erintendent of Schools

THE ADMINISTRATIVE CENTER
525-3000

April 6, 1981

M E M O R A N D U M

FROM: Charles W. Severns

TO: High School Home Economics Teachers

RE: All Day Workshop

Thursday June 4, 1981
Lanphier High School Home Economics Department

8:30 A.M. - 12:00 P.M. Home Economics Staff - Wind Up Activities Relating To The Project.

1:00 P.M. 0 3:30 P.M. Dr. Charlotte Carr Illinois State University
President of IVHETA
Co-Director Illinois Vocational Home Economics Curriculum Development Project

Instructor - Curriculum Development 304
June 15 to July 3

BS:bh

APPENDIX 13 CONTACTS MADE

LETTERS SENT REQUESTING INFORMATION ON CAREERS AND TRAINING IN FOOD SERVICE AND HOSPITALITY

National Institute of Food Service Industry
20 North Wacker Drive Suite 2620
Chicago, Illinois 60606

American Hotel & Motel Assn.
888 7th Avenue
New York, N.Y. 10019

National Executive Housekeepers Ass'n. Inc.
Business and Professional Bldg.
414 Second Avenue
Gallapolis, Ohio 45631

Club Managers Assn. of America
7615 Winterberry Rd.
Washington, D.C. 20034

Canners Publishing Co.
221 Columbus Avenue
Boston, Mass. 02116

Universal Publishing and Distr. Corp.
700 White Plains Road
Scarsdale, N. Y. 10583

National Restaurant Assn
One IBM Plaza Suite 2600
Chicago Illinois 60611

Chain Store Publishing Corp.
425 Park Avenue
New York, N. Y. 10022

Council on Hotel, Restaurant and Instructional Education
Human Development Bldg. Room 12
University Park, Pa. 16802

Educational Institute of America
Hotel and Motel Assn.
1407 South Harrison Road
East Lansing, Mich. 48823

Hotel-Motel Greeters International
166 E. Superior St. Suite 501
Chicago, Illinois 60611

International Recreation Assn. Inc.
345 East 46th St.
New York, N. Y. 10017

National Entertainment Conference
P. O. Box 11489
Columbia, S.C. 29211

National Recreation & Park Assn.
1601 North Kent St.
Arlington, Va. 22209

Supt. of Documents -
U.S. Government Printing Office
Washington, D.C. 20402

Culinary Institute of America
New Haven, Conn.

MATERIALS ORDERED

1. East Central Curriculum Management Center
   Sangamon State University
   Springfield, Illinois 62708

2. Educational Institute of A H & M A
   Stephen S. Nisket Building
   1407 South Harrison Road
   East Lansing, Michigan 48823

3. State Dept. of Vocational Technical Education
   1515 W. 6th
   Stillwater, Ohio 74074

4. Delmar Publishers
   50 Wolf Road
   Albany, N. Y. 12205

5. Maclean Hunter Learning Resomies
   P.O. Box 4381
   Grand Central Station
   New York, N.Y. 10017

6. Home Economics School Service
   10000 Culver Blvd.
   Dept. 81 P.O. Box 802
   Culver City, California 90230

7. Prentice Hall, Inc.
   Educational Book Division
   Dept. k-80
   Englewood, Cliffs N. J. 07632

8. Gregg/McGraw - Hill Book Co.
   Manchester Road
   Manchester, Mo. 63011

9. Grinn and Co.
   P.O. Box 2649
   1250 Fairwood Ave.
   Columbus, Ohio 43216

10. Charles A. Bennett Co. Inc.
    809 W. Detwiller Dr.
    Peoria, Illinois 61615

11. Southwestern Publishing Co.
    355 Conde St.
    West Chicago, Ill. 60185

12. Letton Educational Publishing
    7625 Empire Drive
    Florence Ky, 41042

13. Webster/Mcgraw Hill
Manchester Road
Manchester, Mo. 63011

14. Goodheart-Willcox Co. Inc.
123 W. Taft Drive
South Holland , Ill. 60473

15. Vocational Curriculum Labortory
Cedar Lake Conference Center
Ripley, W. Va. 25271

16. Inside Home Economics
P. O. Box 4148
Austin , Texas 78765

17. Curriculum Publications Clearing house
47 Hurrabin Hall
Macomb, Ill. 61455

18. Whats' New In Home Economics
North American Bldg.
Phil, Pa. 19108

APPENDIX 14 FORM USED FOR CURRICULUM WRITING

CONCEPT:

| OBJECTIVES | ACTIVITIES | INSTRUCTIONAL MATERIAL |
| --- | --- | --- |
| | | |

APPENDIX 15 TIME LINE

| | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Contacts/Conferences with Home Economics Consultants DAVTE | x | | x<br>x | x | x<br>x | x | | | | | |
| Program Development Committee Meetings | | x | x | x | x | | x | | x | x | x |
| Contacts/Conferences with Consultants to the Project | | xxx<br>xxx<br>xxx | <br><br>xx | <br><br>xxx | <br>xx<br>xx | | | | x | | x |
| Develop Surveys | | x | x | | | | | | | | |
| Administer Surveys | | | x | x | | | | | | | |
| Tabulate Surveys | | | | x | x | | | | | | |
| Advisory Committee | | | | x | | | x | x | | | |
| Long Range Curriculum Planning Committee | | | | x | x | x | x | x | | | |
| Proposal for new course presented to curriculum Council | | | | | | x | | | | | |
| Promotional Materials Developed and Printed | | | | | <br>xxx | xx<br>xxx | <br>xxx | <br>xxx | | | |
| Education Fair at White Oaks Mall | | | | | | | x | | | | |
| In-Service with Consultant | | | x | | x | x | | | | | x |
| Professional Conferences IVHETA | x | | | | | | | | | | |
| IHEA | | | x | | | | | | | | |
| IVA | | | | | | | x | | | | |
| Curriculum materials checked out from ECCMC | x | x | x | x | x | x | x | x | | | |

| | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Springfield Dist. 186 DAVTE Evaluation | | | | x | | | | | | | |
| Springfield One and Five | | | | | | | | x | | | |
| Curriculum Development by Home Economics Staff | | | | | | | | | | | |
| 9th Grade Orientation | | | | | | x | xx | xx | xx | xx | |
| Food Service-Hospitality | | | | x | | | xx | xx | x | xx | |
| Housing and Furnishings | | | | | | x | x | x | x | x | |
| Management of Resources | | | | | | x | x | x | x | x | |
| Parenting | | | | | | x | xx | xx | xx<br>xx | xx | |
| Adult Living | | | | | | x | xx | xx | xx<br>xx | xx | |
| Child Development | | | | | | x | xx | xx | xx<br>xx | xx | |
| Contacts made regarding credit for Curriculum work thru University's | | | | | x | xx | | | | | |
| FHA | | | | | | | | x | x | | |